

Granite School District  
One-Time Performance-Based Compensation Program Pilot  
2008-2009

Introduction

In the 2008 Legislative Session, one-time funds were allocated for school districts to develop pilot performance-based compensation programs. The State Board of Education was directed to develop a rule to implement the statute. In keeping with state rule-making procedures, the State Board developed R277-113 with an effective date of July 8, 2008. District plans, by statute, are due to the state prior to July 1, 2008.

Program Components

The pilot consists of two components, educator specific and school-wide. The educator specific component will be funded with 75% of the district allocation and the school-wide component with the remaining 25%.

Educator Specific Component

Eligible Employees

The members of the Performance-Based Compensation Plan ad-hoc committee believe all employees, regardless of employee group, contribute to the educational experience and opportunities of children. However, given the short turn-around time and the indication from legislative leaders that further legislative direction will be provided at the next session, committee members believe that the scope of this pilot should be limited to educators who are assigned to, or who teach in, a school, are paid from the teacher salary schedule and who are subject to the district Professional Growth and Evaluation system (PG&E) and the supervisors of those educators. Additional allocations are necessary to implement this program to employees other than those included in this pilot.

Employee Plan and Evaluation

As part of the annual PG&E goal setting with the supervisor, eligible educators may opt-in to the pilot. With the participation of the supervisor, eligible educators establish measurable goals for:

1. Student academic growth over the school year as evidenced by valid and reliable instruments such as DIBELS, YPP or CRTs (educators should NOT seek to develop new or additional instruments), or
2. Implementation of an instructional strategy or methodology that improves academic achievement or instruction as demonstrated by at least two lines of evidence one of which is to be a survey.

### Supervisor Responsibility

This component anticipates efforts above and beyond what otherwise occurs with the PG&E process. The supervisor's responsibility is to support participating educators in developing lines of evidence that reflect student growth and by providing ongoing support, data, resources and other assistance as needed. The supervisor will survey participating educators to determine their satisfaction with the support provided.

### Award Criteria

Eligible employees who meet or exceed the goals established in the plan will receive the compensation.

### Award Amounts

Seventy-five percent of the funds allocated to the district will be divided by the number of eligible employees who meet or exceed the plan goals. The distribution will be based on FTE status.

## School-wide Component

### Pilot Year

As this is a pilot program, school-wide plans will be approved by the superintendent or designee. If the legislature funds this into the future, it is expected that school-wide plans would be a part of School Student Achievement Plans submitted to the board of education for approval.

### Eligible Schools

Elementary schools where 90% of educators, and secondary schools where 80% of educators, opt in to the educator specific component, are eligible to develop a school-wide performance plan.

### School-wide Performance Plan

Schools, with their directors, establish three measurable goals for improvement using measures such as those listed in the growth menus below. The plan identifies activities to achieve the goals and how award amounts will be distributed if goals are met.

### Growth Menus

#### Elementary

- # or % of students making DIBELS benchmark
- # or % of class mastery in YPP, math or literacy
- # or % of classes reaching mastery in Math Quarterly assessments

# or % of students mastering Imagine It assessments  
# or % of students mastering grade level specific math facts  
# of disciplinary referrals  
Subgroup improvement  
Other

#### Middle/Junior High Schools

Failure rate  
CRT participation  
GPA/CPA  
# or % of students on the honor roll and high honor roll  
# or % of students (9th grade) with deficiencies in English, math, and geography  
# or % of students with 3 or more office referrals  
Attendance  
AYP/UPASS  
UBI data  
Subgroup improvement  
Other

#### High Schools

UBSQT pass rate  
AYP/UPASS  
Decrease in # of failures  
CRT scores  
CRT participation  
GPA/CPA  
Attendance  
Subgroup improvement  
Community involvement  
Graduation rate  
Parental contacts  
Other

#### Award Criteria

Schools meeting or exceeding the goals established in the plan receive the funds.

#### Award Amount and Distribution

Twenty-five percent of the funds allocated to the district will be reserved for this component. The funds will be distributed on a per student basis to schools successfully meeting or exceeding their goals. The school plan shall identify employees and employee groups who will be eligible to receive the compensation.